CAMBRIDGE

Cambridge University Press
978-1-316-50728-5 – Penny Ur's 100 Teaching Tips
Penny Ur Scott Thornbury
Table of Contents
More information

Contents

Why I wrote this book viii

Beginning and ending the lesson 1
1 Start with a smile 2
2 Begin and end clearly 3
3 Give an advance overview 4
4 Teach new material first: review later 5
5 Don't give homework at the end 6
6 End with something nice 7

The Coursebook 8
7 Use the coursebook – selectively 9
8 Vary the way you use exercises 10
9 Allow lots of right answers 11
10 Recycle tasks 12

Discipline 13
11 Learn students' names 14
12 Keep the lesson moving 15
13 Make the lesson interesting 16
14 Catch problems as they start 17
15 Avoid confrontations 18
16 Compliment good behaviour 19

Error correction 20
17 Do correct mistakes 21
18 Correct (sometimes) during speech 22
19 Get students to self-correct 23
20 Draw attention to correct answers 24

Games 25
21 Make sure games are fun 26
22 Check games are learning-rich 27
23 Keep games simple 28
24 Involve all, or most, students 29
25 Have more than one winner 30

Grammar 31
26 Keep explanations short 32
27 Use mother tongue to explain 33
28 Avoid grammatical terms 34
29 Get students to learn by heart 35
30 Get students to make meanings 36

Group work 37
31 Have a good reason to use group work 38
32 Make collaborating worthwhile 39

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-316-50728-5 – Penny Ur's 100 Teaching Tips
Penny Ur Scott Thornbury
Table of Contents
More information

33 Do group work in the middle of the lesson 40
34 Use pair work a lot 41
35 Instruct before making groups 42
36 Organize groups quickly 43
37 Arrange endings in advance 44

Heterogeneous (mixed-level) classes **45**
38 Let students choose 46
39 Attend to the weaker students 47
40 Invite different answers 48
41 Limit tasks by time, not amount 49
42 Give basic tasks plus options 50

Homework **51**
43 Clarify requirements in advance 52
44 Make homework success-oriented 53
45 Include homework in the final grade 54
46 Plan homework-giving in advance 55
47 Check homework has been done 56
48 Keep class checking to a minimum 57
49 Check written homework 58

Interest **59**
50 Don't worry about the topic 60
51 Keep activities short and varied 61
52 Tell students what the goals are 62
53 Use higher-order thinking skills 63
54 Personalize 64
55 Use visual materials 65

Listening **66**
56 Give topic and task in advance 67
57 Don't always pre-teach vocabulary 68
58 Don't use written texts 69
59 Let students see the speaker 70
60 Divide the text into short bits 71
61 Use dictations 72

Pronunciation **73**
62 Teach pronunciation (a little) 74
63 Drill isolated sounds 75
64 Contrast with mother-tongue sounds 76
65 Teach 'international' pronunciation 77

Reading comprehension **78**
66 Read aloud while students follow 79
67 Minimize guessing from context 80
68 Don't make students read aloud 81

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-316-50728-5 – Penny Ur's 100 Teaching Tips
Penny Ur Scott Thornbury
Table of Contents
More information

69 Read and re-read 82
70 Use readers' theatre 83
71 Vary comprehension tasks 84

Speaking activities 85
72 Use language practice for fluency 86
73 Use group work 87
74 Let students use memorized text 88
75 Give tasks rather than topics 89
76 Make sure the language is easy 90

Teacher talk 91
77 Talk a lot 92
78 Keep eye contact 93
79 Tell stories 94
80 Teach common classroom language 95
81 Use mother tongue occasionally 96
82 Invite short responses 97

Testing and assessment 98
83 Assess not only through tests 99
84 Use (also) student self-assessment 100
85 Use tests as a teaching tool 101
86 Add optional sections to tests 102
87 Prepare students for the test 103
88 Assess yourself 104

Vocabulary teaching 105
89 Teach a lot of vocabulary 106
90 Teach multi-word chunks 107
91 Sometimes teach out of context 108
92 Do plenty of review 109
93 Use mother tongue to explain 110

Writing 111
94 Use copying tasks for beginners 112
95 Do writing in class 113
96 Teach spelling rules 114
97 Encourage typing 115
98 Get students to rewrite 116
99 Use SMS texting 117

P.S. 118
100 Do your own thing 118

Index 119

© in this web service Cambridge University Press www.cambridge.org